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ABSTRACT

The skills listed in this booklet may form the base guideline for organizing the total school reading program or for individual classroom teachers. Several reasons are listed for constructing a reading program around a sequential listing of skills: (1) an orderly arrangement, (2) diagnosis, (3) blueprint for organizing flexible groups, (4) goal setting, (5) teacher's personal growth, (6) awareness of areas of reading instruction, (7) record keeping for students and teachers, (8) reporting to parents, and (9) transfer of records. The skills are arranged in general areas: auditory and visual discrimination; word attack skills; skills of analytical reading; locational and acquisitional skills; skills of organizing and recording; miscellaneous reading skills. Within each of the six general areas skills are ordered from easy to difficult. The easier skills normally denote those developed at an earlier age; difficult skills at a later age. (Author/WR)

To Read

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THE SKILLS OF READING

Charles Gengler

Introduction

A well-defined sequence of reading skills to be achieved by students in a school program is a necessity for efficient individualized instruction. The skills listed in this booklet may form the base or guideline for organizing the total school reading program or for individual classroom teachers. Teachers should be acutely aware of the reading skills necessary for meeting the challenges of today's society. If teachers lack ability in any of the listed skills, they should take the initiative to develop those abilities to function more ably as a reading instructor.

A listing of specific skills has been in constant demand in recent years by reading teachers. The reading skills listed in this booklet is an effort to satisfy these demands.

Rationale for a Sequential Listing of Reading Skills

At least nine reasons are apparent for constructing a reading program around a sequential listing of skills:

1. An orderly arrangement. Instructing students by following a sequential listing of skills creates an orderly arrangement for teachers to follow. Students are more apt to receive exposure to all areas of reading endeavor rather than heavy concentration in one area, e.g., phonic analysis or critical reading. Students are not as likely to remain uninstructed in specialized skill areas.

The ordered sequence additionally provides a guideline of skills ranging from easy to difficult. By such an arrangement, readiness for learning specific skills is more easily established.

2. Diagnosis. Perhaps the most important aspect of a reading skills list is its applicability to determining students' skill mastery. For each skill listed, a pre-test should be devised which will indicate whether a pupil has mastered that specific skill. Teachers may follow the list for developing teacher-made tests for each skill.

3. Blueprint for Organizing Flexible Groups. When diagnostic testing is completed, the list provides a blueprint for instruction. By selecting a skill (or several skills) as the focus of attention for a particular reading lesson, a teacher can readily identify which students should be placed within the group. Records indicate those students who need further work, pertaining to a specific skill; those who have no mastery; and those who are ready to acquire that skill.

4. Goal-Setting. By noting the mastered and unmastered skills on the reading list, cooperative goals are easily established by the teacher and each pupil. The list indicates the next most difficult skills to be attained; therefore providing a basis for setting goals.

5. Teacher's Personal Growth. Many teachers lack the personal skills necessary to the teaching of reading. By careful scrutiny of listed skills teachers may gain insight as to their own reading weaknesses or lack of knowledge pertaining to teaching specific skills. The listing may be important for establishing needs and guides for

in service instruction.

6. Awareness of Areas of Reading Instruction. Often areas of reading instruction such as critical reading, structural analysis, increasing reading speed, location skills, and organizational skills are overlooked. More often specific skills within these general areas are missed. As an example, teachers normally instruct children in procedures for formal outlining, yet may not be aware of other forms of summarizing which are also important. A listing of specific skills creates teacher awareness of specific skills and general areas of reading instruction.

7. Record Keeping for Students and Teachers. An extremely important use of a reading skills list is for the student's personal records. By evaluating his own progress a student knows precisely which skills he has attained. He can chart his own growth and evaluate his progress.

By the same token, the teacher also has a record of the student's progress. Because each student has a copy of the skills the teacher can check his records with the student's records. This provides an opportunity for a conference with each student to plan for the future.

8. Reporting to Parents. The same information given by a skills list to pupils and teachers may also be made available to parents. In conjunction with some form of marking system the parents will know the exact progress of their child.

9. Transfer of Records. Students transferring to another school may be placed in appropriate instructional settings for reading instruction because the skill list will provide specific information for the pupil's new teacher. There should be little delay in instruction. Diagnosis of students achievement need not be tested in the new situation as the progress chart will indicate those skills already achieved.

Interpretation of Skills List

The skills listed in this booklet attempt to encompass the entire process of reading development from its initial stages in childhood to its most advanced stages in adulthood.

There is no attempt to place a grade level designation on the skills list. Neither are the skills categorized according to primary, intermediate, or upper levels of instruction. The skills are arranged according to difficulty in learning the skill.

Skills are arranged in six general areas: (1) auditory and visual discrimination, (2) word attack skills, (3) skills of analytical reading, (4) locational and acquisitional skills, (5) skills of organizing and recording, and (6) miscellaneous reading skills.

Within each of the six general areas skills are ordered from easy to difficult according to the author's judgement based on experience in teaching reading to elementary and junior high school students in classroom, remedial and clinical settings. The easier skills normally denote those developed at an earlier age; difficult skills at a later age.

By arranging the skills in this manner, Skill #1, Skill #33 and Skill #182 may be equally as easy to learn because each is listed as the first skill within a more broadly defined area of instruction.

Pre-Reading Checks

The following are general checks which should be included in the pre-school or pre-reading stages:

The child has...

...the desire to read.

...adequate vision for the reading task.

...hearing adequate to hear the complete range of low to high frequency sounds.

...been given a physical examination and is in good general health.

...developed harmonious work and play skills with other children.
...developed clear and accurate speech.
...a speech pattern which allows effective verbal communication with others.
...the ability to accept some defeat and criticism.
...developed an attitude of approaching new learning situations with confidence
...learned to listen attentively.

Skills of Auditory and Visual Discrimination

Skills of auditory and visual discrimination are those abilities which students need to distinguish the differences between the sounds of speech and the differences in printed symbols.

1. Identify, by name, the most common colors: red, yellow, blue, black, white, green, orange, brown, purple, pink and grey.

2. Pronounce words after teacher for correct enunciation.

3. Discriminate between loud and soft sounds.

4. Discriminate between emotional voices of anger, enthusiasm, happiness, pain, pleading, dejection.

5. Discriminate between non-human sound reproductions: cow, horse, dog, cat, whistle, horn, siren, train, boat, automobile, ventilation system, furnace, etc.

6. Discriminate between relative differences in size and direction: big-little, large-larger-largest, small-smaller-smallest, up-down, tall-short, slim-fat, skinny-thin, fat-obese, long-short, long-longer-longest, short-shorter-shortest.

7. Identify similarities and differences between pictured objects.

8. Follow one step verbal instructions.

9. From pictures, select words that begin with the same sound.

10. Select rhyming words in simple poems: i.e. nursery rhymes.

11. match pictures with rhyming names.

12. Select the picture correspondent to a teacher dictated sentence.

13. Identify similarities and differences among abstract objects: signs, symbols, geometrical designs.

14. Pronounce, orally, a word rhyming with a dictated word.

15. Identify similarities and differences among printed upper and lower case letters.

16. Identify pictures of various people: mother, father, sister, brother, friend, playmate, grandmother, grandfather, community helpers.

17. Identify pictures of familiar objects: table, chair, mirror, stove, refrigerator, etc.

18. Identify pictures of animals: cat, dog, mouse, elephant, fish, pig, bird, horse, cow, etc.

19. Identify pictures of action and expression: run, jump, swing, skip, sing, laugh, play, happy, sad, cry, etc.

20. Identify left to right progression of pictures which tell a story.

21. Work from the top to the bottom of a page.

22. Follow two step verbal instruction.

23. By listening, identify words that begin with single consonant sounds.

24. By listening, identify words that begin with consonant blends.

25. By listening, identify words that begin with vowel sounds.

26. By listening, identify words that begin with a vowel-r combination: ar, er, ir, or, ur.

27. Determine words which rhyme with similarly spelled words.

28. Determine words which rhyme with dissimilarly spelled words.

29. Follow three step verbal instructions.

30. Supply consonants for dictated or pictured words.

31. Provide logical solution to problem situations shown in pictures.

32. Identify the five senses and relate which sense or senses may be used in specific circumstances as shown by pictures of the printed word.

33. Identifies consonants.

34. Identifies vowels.

35. Identifies semi-vowels.

36. Associates proper phonetic sound with consonants possessing a high degree of consistency in their sound.

37. Associates proper phonetic sound with initial consonants.

38. Associates proper phonetic sound with initial consonant blends: bl, cl, gl, sl, fl, pl, gr, br, tr, cr, dr, st, sp, sw, spr, str.

39. Identifies long sound of vowels.

40. Identifies short sound of vowels.

41. Changes first letter of a word to make a new word.

42. Changes last letter of a word to make a new word.

43. Identify silent letters in words.

44. Identify rhyming sounds.

45. Identify pictures whose names rhyme.

46. Match rhyming pictures with words.

47. Identify soft and hard sounds for c, s and g.

48. Recognize that a final e, preceded by a single consonant, makes the preceding vowel a long sound.

49. Recognize the sound of a vowel, followe by r, is influenced by that r.

Word Attack Skills

Word attack skills are identified by those abilities needed to pronounce words accurately. Included in most lists of word attack skills are (1) sight vocabulary, (2) configuration, (3) phonic analysis, (4) structural analysis, and (5) contexual clues.

50. Differentiate between the breve (⏑) and the macron (¯).

51. Identifies consonant digraphs.

52. Identifies vowel digraphs.

53. Identifies diphthongs.

54. Recognizes compound words and uses the term compound.

55. Identify component parts of compound words and form compounds from given component parts.

56.. Recognize and identify contractions.

57. Select the correct tense of verbs in sentences.

58. Identify verbs as singular or plural.

59. Identify correct tense of verbs.

60. Discriminate between initial and ending sounds of words.

61. Recognize that letters may vary in their sounds in different words.

62. Identify vowel sounds and markings other than long or short.

63. Recognize that i, e, and y preceded by c forms a soft s sound.

64. Recognize that a, o, and u preceded by g forms a hard g sound.

65. Recognize that s, o, and u preceded by c forms a hard k sound.

66. Recognize that y is a consonant at the beginning of a word or syllable and a vowel in any other part of a word.

67. Recognize the two sounds of oo· (oo) and (oo).

68. Recognize when ow and ou have the same sound and when they have different sounds.

69. Recognize that ph has the f sound.

70. Recognize that gh may have an f sound.

71. Recognize that w followed by r or h, the w is silent.

72. Recognize that the k is silent when followed by an n.

73. Recognize that the c is silent when preceded by s.

74. Recognize that the c is silent when followed by k.

75. Recognize that the b is silent when preceded by m.

76. Recognize that aw (saw), al (all), au (haul), and ou (thought) may all possess the same sounds.

77. Identify the schwa sound and symbol.

78. Recognize that some words are spelled alike, but pronounced differently, according to contextual usage. (read), (tear), (content).

79. Identify and make use of homographs (words spelled the same, but having different meanings).

80. Recognize that a vowel followed by more than one consonant usually has a short vowel sound.

81. Match contractions with uncontracted words.

82. Identify correct comparative adjectives in sentences.

83. Add correct comparative adjectives in sentences.

84. Identify comparative adverbs in sentences.

85. Form plural nouns by adding s or es to words without changing the root word.

86. Form plural nouns of words ending in f by changing the f to v and adding es.

87. Form plural nouns of words ending in y, preceded by a consonant, by changing the y to i and adding es.

88. Form variants of words ending in y preceded by a consonant by changing the y to i and adding es.

89. Recognizes root words with simple affixes (prefixent suffixes) and inflectional endings.

90. Build words using the same root, but changing affixes.

91. Recognizes root words with more than one affix and/or inflectional endings.

92. Identify the following endings by sound and meaning: -s, -ed, -ing, -ly, -est, -er, -y, -ily, -ful, -fully, -less.

93. Identify possessives.

94. Identify prefixes.

95. Identify the following prefixes by sound and meaning: re-, un-, im-, non-, dis-, in-, ex-, mis-, de-, pre-, anti-, super-, post-, bi-, tri-, quad-, pro-, inter-, intra-.

96. Identify the following prefixes by sound and meaning: fore-, el-, a-, trans-, sub-, auto-, com-, mid-, con-, ab-, em-, en-, per-, ante-, ob-.

97. Identify suffixes.

98. Identify the following suffixes by sound and meaning: -ness, -ship, -ish, -tive, -tion, -ient, -ate, -th, -teen, -ment, -able, -age, -let, -wise, -or.

99. Identify the following suffixes by sound and meaning: -ty, -ic, -en, -ward, -fy -ent, -ity, -ous.

100. Identify the following suffixes by sound and meening: -ible, -ious, -eous, -ance, -ence, -ion, -ling, -ure, -hood, -ary, -ive, -ant, -ent.

101. Identify words containing phonemic elements of affixes, but are not prefixes or suffixes. (pine) (pungent) (warden)

102 Determine syllables as a sound unit containing one vowel sound and forming either part of a word or a whole word.

103. Recognize that the first vowel in a word when followed by a double consonant, the vowel in the first syllable is short and the word is divided between the double consonants. (dif fi cult) (bug gy) (but ter)

104. Recognize that when the first vowel sound is long and followed by a single consonant the word is usually divided following

the vowel. (mi nus) (to ken) (a pex) (o pal).

105. Recognize that when two or three consonants forming a blend are found in the middle of a word, the word is usually divided preceding the blend. (du plex) (mul ti ply) (a pron) (re strict).

106. Recognize that when a vowel is followed by two unlike consonants the word is usually divided between those consonants and the vowel sound of the preceding syllable is usually short. (den tal) (sen tence)

107. Recognize that when a multi-syllable word ends in le preceded by a consonant the division is made preceding the first consonant. (a ble) (lit tle) (leg i ble)

108. Recognize that when the first vowel sound is short and followed by a single consonant the word is usually divided following the consonant. (ep ic) (ep och) (her o in) (min is ter)

109. Recognize that the letter x, when preceded by e, goes with the e to form a syllable. (ex change) (Tex as) (tex tile)

110. Recognize that the letters ck end a syllable and are associated with a proceding vowel. (chick en) (nick el) (pick et)

111. Identify syllables in multi-syllable words.

112. Identify accented syllables in multi-syllable words.

113. Recognize that when the first syllable of a two-syllable word is not a prefix, the first syllable is usually accented. (man'age) (pup'pet) (mar'ket) (lei'sure)

114. Recognize that when two syllable words end in le which is preceded by a consonant, the first syllable is accented. (jum'ble) (jum'gle)(sta'ble) (ca'ble)

115. Recognize that when a consonant plus y forms a syllable, the preceding syllable is usually accented. (la'dy) (lone'ly) (pret'ty)

116. Recognize that the accented syllable in a word may vary in words used as different parts of speech or in a different context. (re'cord, re cord') (con'tent, con tent')

117. Recognize words ending with the suffixes -ious, -eous, -ical, -tion, -cion, -sion, -ic and -ity have primary stress on the syllable immediately preceding the suffixe. (mag'net i za'tion) (mag ne' tic) (sac're li'gious)

118. Recognize that prefixes, suffixes and inflectional endings are syllables and are usually unaccented.

119. Sounds out multi-syllable words.

120. Recognizes new words independently,

Skills of Analytical Reading

Skills of analytical reading include those skills necessary for understanding the printed words, reading between the lines, determining picturesque speech, and coming to a decision or making a judgement as a result of what is read. More formally stated analytical reading skills include abilities in (1) comprehension, (2) critical reading, (3) figurative language, and (4) evaluation

of what is read.

121. Identify descriptive words (adjectives).

122. Identify synonyms.

123. Identify antonyms.

124. Identify homonyms.

125. Explain cause and effect in silently read stories.

126. Select three-four events in chronological order after reading a story.

127. Anticipate ending of a short story of one-five paragraphs.

128. Describe the characteristics of various objects.

129. Project probable reactions of persons in a picture.

130. Follow simple written directions.

131. Identify inappropriate, illogical and absurd situations in a picture.

132. Identify elements necessary to complete a picture.

133. Predict outcomes of stories when end is not read.

134. Select parts of sentences which answer questions.

135. Find information to prove or disprove a statement.

136. Identify inferences made in a picture story.

137. Select the sentence within a paragraph which answers a question.

138. Select the best descriptive title for a short story.

139. After reading a one-five paragraph selection, answer questions about factual, specific content.

140. After reading a one-five paragraph selection answer questions about gener content.

141. Make assumptions and inferences from one-five paragraph stories.

142. Make generalizations from one-five paragraph stories.

143. Select meanings of new words from context; simple level.

144. After reading a short story, select descriptive words which identify a character's personal attributes.

145. Draw conclusions from a one-five paragraph story.

146. Select words or phrases in a one-five paragraph story supporting a given conclusion.

147. Answer specific questions from a longer story, five-ten paragraphs.

148. Make assumptions and inferences from longer stories, five-ten paragraphs.

149. Draw conclusions from a longer story, five-ten paragraphs.

150. Make generalizations from longer stories, five-ten paragraphs.

151. Distinguish between opinion and fact.

152. Distinguish between fantasy and reality.

153. Select words describing a character's feelings.

154. Select words describing personality traits of a character.

155. Supply the middle or body of a story when the beginning and end are presented.

156. Answer specific questions from an extended story.

157. Answer general content questions from an extended story.

158. Make assumptions and inferences from an extended selection.

159. Draw conclusions from an extended story.

160. Make generalizations from an extended story.

161. Identify author's purpose(s).

162. Select words, phrases or sentences forming sensory images.

163. State reasons for the cause of specific events described in a story.

164. Distinguish between figurative and leteral language.

165. Determine the mood of a poem or story.

166. Identify proverbs.

167. Recognize colloquial expressions.

168. Select meanings of new words from context; complex level.

169. Identify misleading newspaper headlines.

170. Identify bias in newspaper and magazine advertizing.

171. Form opinions from limited reading selections.

172. Identify bias of an author.

173. Recognize contradictory statements.

174. Recognize alliterations.

175. Given the characteristics of a story character, anticipate his emotional response.

176. Distinguish between similies and metaphors.

177. Identify exaggerations.

178. Identify propaganda.

179. Identify the purpose of propaganda.

180. Recognize various forms of propaganda.

181. Distinguish between false and accurate (or nearly accurate)

Locational and Acquisitional Skills

Locational skills are those abilities which aid a student in finding (locating) information. Commonly regarded as locational skills are (1) the uses of various parts of books; (2) skills needed to locate information in libraries; (3) skills needed to locate information from specific materials such as almanacs, dictionaries, encyclopedias, periodical guides (indexes) magazines and newspapers.

Acquisitional skills pertain to abilities which aid students in locating information when the source is readily available. Acquisitional

skills include (1) map reading and (2) reading of graphs, charts, diagrams and tables.

182. Identify left and right.

183. Associates the term "title" to the name of a book or a story within a book.

184. Recognize and utilize guide words in dictionaries and encyclopedias.

185. Locate information in a telephone directory.

Use of a Table of Contents

186. Identify the position of a table of contents as being in the front of a book.

187. Locate the beginning page of a story or chapter by using a table of contents.

188. Locate selected chapters of a book from a table of contents.

189. State, orally or in writing, the general contents of a book.

Use of an Index

190. Use general index entries to locate information.

191. Use specific index entries to locate information.

192. Distinguish between a main topic and a sub-topic.

193. Locate information about people by referring to the last name; about places or things by referring to the first name.

194. Identify and use see and see also cross-references.

195. Interpret coding systems in multiple volume references such as italics, bold-faced print, Roman numerals and numbers in parenthesis.

Use of the Preface and Introduction

196. Identify the purpose of a preface.

197. Identify the writer of a preface.

198. Distinguish between a preface, an introduction and a foreword.

Use of Bibliographies and Footnotes

199. Identify the function of bibliographies.

200. Identify alphabetical order of bibliographic references.

201. Identify author, title, publisher, place of publication, and date in bibliographies.

202. Use correct bibliographic form.

203. Identify the function of footnotes.

204. Identify author, title, place of publication, publisher, date and page number of footnote.

205. Identify meanings of ibid., op. cit., and loc.cit.

206. Use correct footnote form.

207. Distinguish between a footnote and a bibliographic reference.

Use of Other Parts of a Book

208. Identify author, publishing company, place of publisher, and the copyright date

209. Locate information by utilizing an appendix.

210. Identify the function of a glossary.

Use of Library Skills

211. Identify the function of the card catalog.

212. Locate specific file card drawer for locating specific library material alphabetically.

213. Identify author, title and subject cards.

214. Locate a specific book on the library shelf by author's name or by the book's title.

215. Locate information by using subject index card.

216. Determine abbreviations used in card catalog files such as Ja., Je., Jl., S., O., pseud., por., rev., and il.

217. Make use of the call number to locate a specific book.

218. Determine content of a book from information given on card catalog cards.

219. Identify see and see also cards.

220. Distinguish fiction from non-fiction books.

221. Distinguish between biographies and auto-biographies.

222. Locate materials, other than books, which may be found by using the card catalog file.

223. Differentiate between the Dewey Decimal and Library of Congress systems of classification.

224. Identify the function of an almanac.

225. Locate information in an almanac by use of its index.

226. Locate information in city and government directories.

227. Locate information contained in timetables, guides and folders.

228. Identify the function of a thesaurus.

229. Determine when a thesaurus should be used rather than a dictionary.

230. Locate information in Junior Book of Authors.

231. Locate information in Statesman's Yearbook.

232. Locate information in biographical references such as Who's Who, Who's Who in America, Current Biography, and Dictionary of American Biography.

Use of Dictionaries.

233. Locate the definition of a word when the correct spelling is given.

234. Find a particular (contextual) definition of a word.

235. Use the phonic respelling of words and the diacritical markings to determine pronounciation.

236. Use the respelling of a word to determine the stress.

237. Distinguish between primary and secondary accented syllables.

238. Identify root words or stems.

239. Differentiate between words with one, two and multiple syllables.

240. Locate synonyms.

241. Locate antonyms.

242. Determine the plural form of nouns.

243. Identify abbreviations and acronyms.

244. Identify parts of words.

245. Locate origins of words.

246. Locate meanings of signs and symbols.

247. Distinguish between abridged and unabridged dictionaries.

248. Discriminate between the functions of a glossary and a dictionary.

Use of Encyclopedias

249. Identify types of material found in various encyclopedias.

250. Locate an entry by cover guide words; unit letter, split letter and whole word.

251. Locate entries by using the index.

252. Differenitate between the types of indexes in various juvenile encyclopedias such as Britannica Junior, Compton's Pictured, Our Wonderful World, Book of Knowledge, Golden Book and Young People's Encyclopedia of Science. (Note: The Reference Guide Volume in the World Book Encyclopedia is not a full index.)

253. Locate information concerning a specified topic in more than one encyclopedic volume.

254. Locate specific information to answer a question.

255. Locate specific information using cross-references.

256. Locate entries listed in the index but not found in the alphabetical arrangement of the encyclopedia text.

257. Differentiate between an encyclopedia and an encyclopedia yearbook.

258. Differentiate between information given in dictionaries and encyclopedias.

Use of Magazines and Newspapers.

259. Compare articles in several newspapers concerning the same news item.

260. Locate specific information in newspapers such as classified advertisement, regular advertisements, radio-TV guides, masthead, weather information, entertainment guides.

261. Locate various sections of a newspaper such as editorial, society, sports, classified ad and entertainment.

262. Locate types of news articles: local, state, national and international.

263. Differentiate between headlines and sub-headlines.

264. Identify by-lines.

265. Identify news release agencies: AP, INS.

266. Identify function of the Abridged Readers' Guide to Periodical Literature.

267. Determine abbreviations for periodicals in Abridged Readers' Guide.

268. Locate information in magazines by using the Abridged Readers' Guide.

Use of Graphic Materials

269. Discriminate between various types-of maps and the information found on those maps: relief, physical-political, political, highway.

270. Locate specific details by utilizing legends.

271. Determine direction by utilizing compass rose.

272. Locate features by utilizing map guide.

273. Determine distances by using scale of miles.

274. Determine meaning of map symbols.

275. Locate various physical features.

276. Determine place locations by latitude and longitude.

277. Determine symbolism of special maps: historical, trail, land use, topographical, weather.

278. Identify altitudes and physical features by color representations.

279. Interpret specific facts in tables.

280. Interpret information from circle graphs.

281. Interpret information from picture graphs.

282. Interpret information from bar graphs.

283. Interpret information from line graphs.

284. Interpret information from charts.

285. Interpret information from diagrams.

286. Interpret information in atlases.

287. Locate information in gazeteers.

Skills of Organizing and Recording

Organizational skills are those abilities which aid students in placing information in an orderly form once information has been stated.

Recording skills are those abilities needed by pupils to place on paper information to be recalled at a later date, either by themselves or another reader.

288. Identify paired objects: shoes and socks, cup and saucer, table and chair, bread and butter, brush and comb, etc.

289. Arrange a series of pictures in sequence which tell a logical story.

290. Predict and explain outcomes to problem situations shown in pictures.

291. Classify objects into gross categories: foods, furniture, tools.

292. Classify objects into specific categories: baked goods, meats, produce; furniture, clothing, toys; living room furniture, bedroom furniture, dining room furniture;

kitchen tools, garden tools, carpenter tools, etc.

293. Arrange personal experiences in order.

294. Recite the alphabet in sequence.

295. Place letters of the alphabet in blank spaces according to alphabetical order.

296. Arrange groups of 4-6 letters in alphabetical order.

297. Alphabetize four-five words according to the first letter when the first letters are different.

298. Alphabetize five or more words according to the second letter.

299. Alphabetize five or more words according to second, third, and fourth letters.

300. Arrange three to five sentences in sequence to form a logical paragraph.

301. Arrange six to ten sentences in sequence to form a logical paragraph.

302. Arrange three to six paragraphs in sequential order to form a logical story.

303. Follow a series of directions when only one activity is carried out at a time.

304. Follow directions when more than one activity is presented at one time.

305. Follow printed directions for constructing an item.

306. Select the best title for a short selection - one to five paragraphs.

307. Select the best title for an extended selection.

308. Recognize time relationship of events and stories (when story or event takes place).

309. Locate the part of a story that tells when the event occurred.

310. After silent reading, identify the major events of a short story (three-four paragraphs) in the order in which the events occurred.

311. From a short story, identify sequence of action.

312. From an extended story, identify sequence of action.

313. Categorize or group various elements presented in a story or selection.

314. Complete unfinished sentences.

315. Complete unfinished paragraphs.

316. Complete unfinished stories.

317. Write several endings for the same story.

318. Write an ending for a story which is different from the authors.

319. From a reading selection, determine similarities between different actions, objects, subjects, and events.

320. Predict future actions or events based on what has happened in the past.

321. Select facts from a story that should be remembered.

322. Select the main idea of a paragraph.

323. Restate, in student's own words, the main idea of a paragraph.

324. Locate topic sentences in paragraphs.

325. Summarize an extended selection (several pages in length) by listing the main ideas.

326. Paraphrase an extended selection by writing the main ideas.

327. Paraphrase an extended selection in paragraph form.

328. Rephrase a paragraph with each sentence being shorter than the original without changine the meaning.

329. Organize main ideas by using main headings and sub-headings without using a formal numbering or lettering system, i.e., an outline.

330. Outline by using one main heading and one level of indentation (1.; A.)

331. Outline by using several main headings and one level of indentation.

332. Outline by using several main headings and two levels of indentation: (1.; A.; L.)

333. Outline by using complete outline form. (i,; A.; L.; a.; (1).; (a).)

334. Construct both topical and sentence outlines with consistent numbering, lettering, indentation, capitalization, punctuation, and straight columns.

335. Determine situations in which an outline is useful.

336. Present an oral report to the class following an outline.

337. Summarize (classify) by using models and "sun-bursts."

338. Identify cause-effect relationships in a short selection, one sentence to several paragraphs.

339. Identify cause-effect relationships in an extended selection.

340. Identify cause-effect relationships when there are multiple causes and/or effects.

341. Identify cause-effect relationships which are inferred, but not directly stated.

342. Collect and synthesize information collected from several sources.

343. Take notes on an oral presentation.

344. Take notes on a printed selection.

345. Copy quotations precisely and accurately by using quotation marks and recording source of information.

346. Record source data in notes when direct quotations are copied.

Miscellaneous Reading Skills

Miscellaneous reading skills listed as follows include abilities in (1) motor coordination, (2) oral reading, (3) increasing reading speed (rate of reading), and (4) attitude (interest) toward reading.

347. Use crayons, brushes and pencils.

348. Uses automatic left-to-right eye movement.

349. Handles books properly and with care.

350. Knows sequence of our numbering system. to find correct page.

351. Holds pencil correctly.

352. Sits in a comfortable, yet alert position.

353. Use manuscript writing, print each letter of the alphabet in upper and lower case form.

354. Phrase correctly.

355. Read orally making few reversals.

356. Read orally making few regressions.

357. Reads library books voluntarily.

358. Uses few or no lip movements when reading silently.

359. Does seat work independently.

360. Makes accurate return sweep.

361. Speaks distinctly when reading orally.

362. Contributes to chart stories.

363. Observes carefully on excursions.

364. Uses natural expression in oral reading.

365. Makes correct pauses for punctuation marks: period, comma, semi-colon and colon.

366. Uses proper voice inflections according to punctuation at the end of the sentence.

367. Recognize that rate of reading is dependent upon the purpose for reading.

368. Skim to locate specific facts.

369. Skim to locate specific quotations.

370. Skim to find the general drift (idea) of a story.

371. Skim to locate facts supporting a statement.

372. Skim tables and charts for information.

373. Read a long paragraph as rapidly as possible; time the reading and compute words per minute.

374. Read several paragraphs and time the reading.

375. Read an extended selection and time the reading.